



Pennsylvania Positive Behavior Support

Commitment to Fidelity Implementation Agreement

The following are commitments required of LEAs using Pennsylvania Positive Behavior Support (PA PBS) Network resources to improve fidelity of implementation of School-Wide Positive Behavior Support.

Commitments required of School District

1. Establish a Leadership Team (District Leadership Team) with a designated coordinator to ensure fidelity of the School-wide Positive Behavior Support implementation. The DLT agrees to utilize the Implementer's Blueprint to establish District-wide and Building level systems, practices, and data analysis to support the implementation.
 - The District Leadership Team is a cross-agency team, including parents, caregivers, and students, that plans, analyzes, reviews, and monitors SWPBS activities.
2. Agree to provide an External Coach to coordinate district/school SWPBS activities.
 - Full time equivalencies for external coaches are estimated to be .05 - .10 per school site.
 - On average, an External Coach would need to spend 1-2 days a month at each school site.
3. Agree that the functions of the External Coach are to:
 - a. Assist the District Leadership Team's planning for and support of implementation of SWPBS with fidelity.
 - b. In partnership with the PAPBS SW Facilitator support training and technical assistance for Internal Coaches and Core Team members at the universal (School-wide), secondary (targeted), and tertiary (intensive) levels with approved State & National SWPBS training materials.
 - c. Assist with collection and interpretation of data (e.g., Self-Assessment Survey (EBS), Oregon School Safety Survey (SS), Team Implementation Checklist (TIC), Benchmarks of Quality Tool (BoQ), and the School Evaluation Tool (SET)).
 - d. Assist in developing the Core Team's understanding and use of community services and resources. Where there are ESAP or Secondary SAP teams consider using those teams in the SWPBS teaming structure. It is highly recommended that you contact your regional SAP coordinator for assistance when making the decision to use your SAP team as part of your SWPBS teaming structure.
 - e. Participate in required Network meetings (e.g., Coaches' meetings), trainings, and conferences.
 - f. Work with PA PBS Network Evaluation Workgroup to provide data and reports required by the PA PBS Network and the PBS State Leadership Team.
4. Participate in required SWPBS district administrative overview and discussions with External Coach to review project requirements and expectations with the following personnel: the district Superintendent (or designee), Pupil Personnel Director, Special Education Director/Supervisor, relevant building principals, and agency/non-agency partners.
5. Complete a District-wide PBS Blueprint, designating improved school climate/behavior as one of the top three goals in each participating building site.
6. Ensure that the participating school(s) has (have) a designated Internal Coach and Core Team.

Allegheny County Department of Human Services

Community Care Behavioral Health
Devereux Center for Effective Schools
Disability Rights Network of Pennsylvania
Education Law Center
Juvenile Court Judges' Commission
Mental Health Association of Pennsylvania

Pennsylvania Community Providers Association

Pennsylvania Department of Education
Bureau of Special Education
Division of Student Services and Safe Schools
Pennsylvania Training and Technical Assistance Network (PaTTAN)
Pennsylvania Department of Health
Bureau of Drug and Alcohol Programs
Pennsylvania Department of Labor and Industry
Office of Vocational Rehabilitation

Pennsylvania Department of Public Welfare Office of Mental Health and Substance Abuse Services

Pennsylvania Governor's Commission on Children and Families
Pennsylvania Intermediate Unit (PAIU)
Special Education Directors
Pennsylvania Network for Student Assistance Services
Philadelphia Public Citizens for Children and Youth
Youth and Family Training Institute

7. Provide necessary time and resources for Teams, Internal, and External Coaches to participate in facilitated trainings on SWPBS research-based practices and implementation processes, including the timely replication of the trainings for all school staff.
 - a. 3 - 5 days training for Core Team members on SWPBS in the areas of universal (all students) prevention/intervention.
 - b. 3 - 5 days of training for Core Team members on SWPBS in the areas of secondary (some students) prevention/intervention.
 - c. 3 - 5 days training for Core Team members on SWPBS in the areas of tertiary (few students) prevention/intervention.
8. Allocate funds to adequately support SWPBS activities.
9. Develop a continuum of opportunities to involve parents/caregivers and students in district and school level SWPBS activities.
10. Ensure availability of PBS Survey data, SWIS data (or comparable database), and publicly available student performance data for purposes of the PA PBS annual programmatic evaluation of the statewide implementation of SWPBS.
11. Support implementation of SWPBS with fidelity for a minimum of three to five years.

Building Principal Expectations:

1. Endorse the SWPBS initiative and commit to active involvement in the District Leadership Team.
2. Schedule an overview of SWPBS for entire faculty, including members of the District Leadership Team, prior to commitment.
3. Help to garner and maintain the support of at least 80% of faculty, staff, and administration.
4. Ensure the designation of a building team structure appropriate to Universal, Secondary, and Tertiary Tiers. Where there are ESAP or Secondary SAP teams consider using those teams in the SWPBS teaming structure. It is highly recommended that you contact your regional SAP coordinator for assistance when making the decision to use your SAP team as part of your SWPBS teaming structure.
5. Identify an Internal Coach with specific FTE of .20 (i.e., an average of 1 day per week per school) to support SWPBS activities within the school.
6. Support the building level Core Team's oversight of the implementation of SWPBS.
7. Focus on and support SWPBS as one of the top three building level initiatives for a minimum of three years.
8. Commit funds for SWPBS supplies, reinforcers, travel, and release time and coverage for trainings.
9. Ensure all staff complete required data collection.

Building Level Team (includes Principal) Expectations:

1. Establish a team-based problem-solving process to provide interventions at the universal, secondary, and tertiary levels.
 - a. Meet at least one-two times per month to analyze universal data (Tier1).
 - b. Meet bi-weekly, or more frequently, to analyze data on students at-risk (Tier 2).
 - c. Meet as frequently as needed to analyze data on students with intensive support (Tier 3).
 2. Collect, analyze, and submit data required by the PA PBS Network on a regular basis (academic, discipline, behavior, Least Restrictive Environment, etc.).
 3. Develop an annual plan for SWPBS activities based on collected and analyzed data.
 4. Support implementation of SWPBS as a learning community with active parent/caregiver and student support and participation.
 5. Participate in trainings at each Tier and build own capacity to train building staff.
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ASSURANCE DOCUMENTATION

Assurances of the School District:

On behalf of the _____ School District, I have read, understood, and committed to supporting the expectations specified in the SWPBS Commitment to Fidelity Implementation Agreement.

Superintendent
or

Signature

Date

District-Level Administrator Title/Position

Assurances of the School Building:

On behalf of _____ (school building), I have read, understood, and committed to supporting the expectations specified in the SWPBS Commitment to Fidelity Implementation Agreement.

Principal _____ Date _____

School-wide Positive Behavior Support: Training Readiness Checklist for Individual Schools

District: _____ Date: _____ Contact Person: _____

| Documents/Evidence Complete? | Items to Complete Prior to School-wide Positive Behavior Support (PBS) Training |
|--|--|
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 1. A District Leadership Team is established that has/will have completed the SWPBS District Blueprint. |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 2. A School Improvement Plan has been adopted that includes schoolwide discipline (i.e., behavior, school safety, school climate) as one of the top school goals. |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 3. A School-wide Positive Behavior Support (SWPBS) Team has been formed and has broad representation (including some School Improvement Team members, a behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, parents, and regular and special education teachers. – <i>Please include a list of team members and roles.</i> |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 3. A principal or assistant principal, who is responsible for making discipline decisions, is an active participant on the SWPBS Team and has agreed to attend all levels of Pennsylvania PBS Training across the continuum of behavior support. – <i>Please include a list of participating principal(s).</i> |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 4. The principal has committed to School-wide PBS and is aware that SWPBS is a 3 to 5 year process that requires on-going training across the continuum of behavior support and/or revisions of the school's PBS Plan. – <i>Please provide the principal(s) signature(s):</i> |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 5. The SWPBS Team has committed to meet at least twice a month to analyze and problem solve school-wide data. |

| Documents/Evidence Complete? | | Items to Complete Prior to School-wide PBS Training (continued) |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 6. The SWPBS Team has collected baseline academic and behavioral data (i.e., PSSA scores, Office Discipline Referrals, Detentions, In/Out of School Suspensions, student absenteeism, and Self-Assessment Survey). – <i>Please include the most recent copy of the baseline data.</i> |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 7. Your entire faculty, including your PBS Team, has participated in an overview presentation on School-wide PBS. – <i>Please include the date of the presentation and the name(s) of the presenter(s):</i> |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 8. The school has allocated/secured funding from their district to support their school-wide initiatives. – <i>Please identify the funding source:</i> _____ |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 9. An individual at the district level has been identified as the District Coach. <i>Please include the name and contact information for District Coach:</i> _____ |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 10. A SWPBS internal coach has been identified by the district coordinator to receive additional training and actively participate in the school-wide initiatives. <i>This individual is a school district employee. – Please include the name, title, and contact information for the SWPBS coach who will be supporting your SWPBS Team:</i> _____ |

Adapted from SWPBS Readiness Checklist 1.14.05 doc - Florida's PBS Project at USF and Illinois PBIS Network: School-wide PBIS: Training and Readiness Checklist for Individual Schools.